**Component #1: Needs, Goals, Objectives**

**Title of my Group Program: Bodacious Bods.**

**1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

According to Choate (2007), body image is a common problem for adolescent girls. Choate reported that one study found 40% to 70% of girls felt dissatisfied with at least two aspects of their bodies. Another study reviewed by Choate reported that 42% to 45% of girls in 9th through 12th grade admitted to dieting to lose weight. Similarly, Akos and Levitt (2002) reviewed studies that found 28% to 55% of girls desired thinner bodies and more than one third of adolescent girls exercised excessively, practiced self-induced vomiting, and used diet aids, laxatives, or water pills. Another study Akos and Levitt reviewed found 17.8% of 11 to 14 year old girls had dieted within the past six months and 34.5% of the girls reported having dieted within the past 12 months when a one year follow up was conducted. Kostanski and Gullone (1998) conducted a study with adolescents in which they found over 80% of the girls reported incongruence and dissatisfaction with their body image with most of the girls feeling they were too large. Stice and Whitenton (2002) conducted a study in which they found that girls who perceived pressure to be thin experienced four times the risk of developing body image dissatisfaction in comparison to girls who perceived less pressure to be thin. Based on these findings, adolescent girls are at a high risk of developing poor body images and a normative need exists. Thus, it is imperative that school counselors advocate for a supportive school climate and provide body image improvement techniques for girls.

In order to assess the normative need for a group addressing body image in my school, I will distribute the Figure Rating Scale to all 12-14 year old girls during their study hall period (Cardinal, Kaciroti, & Lumeng, 2006). First, the girls will be asked to indicate which of the nine figures displays their ideal body figure (Kostanski & Gullone, 1998). Then, the girls will be asked to mark which figure they think depicts their current figure. Lastly, the girls will be asked to circle which figure they feel they look like (Kostanski & Gullone, 1998). The figures will be assigned numbers on a scale of 1 to 17 with 1 being the thinnest figure and 17 being the largest figure (Kostanski & Gullone, 1998). To analyze the data two numbers will be calculated for each girl’s response. First, the girls’ ideal figure ratings will be subtracted from their perceived current figure ratings. Second, the girls’ ideal figure ratings will be subtracted from their figures that depicted how they felt they looked (Kostanski & Gullone, 1998). From this information, the means and standard deviations for these two values will be found (Kostanski & Gullone, 1998). If the means are above zero, indicating that on average there is a difference between the ideal figure and felt figure and/or current figure, this would indicate a need for group counseling sessions to address body image among girls.

**Population:**

The group is for female students with a normal body mass index, ages 12-14, who are currently are experiencing a poor body image but do not have and have not had eating disorders or body dysmorphic disorder.

**Recruitment and Screening:**

To recruit students for this group, letters will be sent to parents informing them of the intention of the group one month prior to the initial group meeting. I will not be distributing handouts within the school, as I do not want students to mock each other as the forms are distributed. Rather, notices will also be posted on bulletin boards throughout the school one month prior to the first group meeting.

In order to screen the students for participation, historical knowledge gained from personal interaction with the students, interviews with or written comments from staff, and observations of student behavior in formal and informal settings will be utilized. Based on this information, the match between the students’ needs/goals, abilities, personal and interpersonal limitations and the group’s goals and structure will be assessed.  I will only allow students, within the normal weight range, as determined by the “Body Mass Index Table” (n.d.) or the “Body Mass Index Table for Children” (n.d.) to participate in this group. This is because the group goals of a group of overweight students would be different than a group of normal weight students (Akos & Levitt, 2002). I will assess the students’ body mass indexes during individual interviews in my office, but will not share this information with the students. If the potential participants’ body mass indexes are below the normal range, indicating that they are significantly underweight, they will be referred to a community counselor and/or physician. I will also use past history of or present eating disorder as a rule out criteria. Thus, during the individual interviews, I will also administer the Eating Attitudes Test (EAT-26), to potential participants to screen for eating disorders (Garner, Olmsted, Bohr, & Garfinkel, 1982). If potential participants’ EAT-26 score is 20 or more, they would be referred to a community counselor and/or physician as they may have an eating disorder (Garner, Olmsted, Bohr, & Garfinkel, 1982). Another rule out criterion I would use is the Dysmorphic Concern Questionnaire (Oosthuizen, Lambert, Castle, 1998). This questionnaire screens for a risk of body dysmorphic disorder and would be administered during individual interviews (Mancuso, Knoesen, & Castle, 2010). This questionnaire contains four questions to which the students answer how they feel in comparison to the average population about various topics (Oosthuizen, Lambert, Castle, 1998). Any students who are found to likely have body dysmorphic disorder will be referred.

**Group Structure:**

This psychoeducational group will be a closed group that meets once a week with six students from 11-11:30 during students' study hall period for six weeks.  The group meetings will take place in the counseling office group room.  The group will be offered two times a year.

**2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Female students between the ages of 12 and 14 years will use cognitive restructuring to manage negative thinking about their bodies in situations that provoke thoughts about appearance (Murdock, 2009; Rosen, Cado, Silberg, Srebnik, & Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989).

**3)  Student develops two** **measurable objectives for session #1 of the structured group program that supports the established goal** (**one school counseling content and one** **mathematics content).**

**Objective 1:** (Mathematics Content) Given an example problem, students will be able to find the body mass index of the average model to within 10% of the actual numbers using ratios, perfect squares, multiplication, and order of operations.

Virginia Mathematics Standards of Learning; Grade Six (Mathematics Standards, 2009):

6.1 – The student will describe and compare data, using ratios, and will use appropriate notation, such as *, a* to *b*, and *a*:*b*

6.5 – The student will investigate and describe concepts of positive exponents and perfect squares

6.6b – The student will estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division or fractions

6.8 – The student will evaluate whole number numerical expressions, using the order of operations.

**Objective 2**: (School Counseling Content) Given paper and a writing utensil, female students will be able to list four aspects of their bodies that they like.

ASCA National Standards for Students; Personal/Social (American School Counselor Association, 2005):

PS:A1.1 – Development positive attitudes toward self as a unique and worthy person

**4)  Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one** **language arts content).**

**Objective 1:** (Language Arts Content) Given the group setting, female students will be able to lead a discussion about media images that cause automatic negative thoughts and they will be able to analyze the effectiveness of discussions led by the other students.

Virginia English Standards of Learning, Grade Six (English Standards, 2002):

6.1 – The student will analyze oral participation in small-group activities

a. Communicate as leader and contributor

b. Evaluate own contributions to discussions

**Objective 2:** (School Counseling Content) Give a popular magazine, female students will be able to identify one media image that conveys harmful messages about women’s bodies, and they will be able to identify and express their feelings in response to these images.

ASCA National Standard for Students; Personal/Social (American School Counselor Association, 2005):

PS:A1.5 – Identify and express feelings

**5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

Data-driven and needs-based programming help leaders understand what the needs are within their school and community and what can be done to meet those needs so students' achievement can increase.  They also provide school counselors with data that can be used for program improvements.  Thus, the accountability that data-driven and needs-based programming provide helps align professional school counseling with the mission of schools by ensuring school counselors are truly focusing on actual student needs and are using the most effective programming possible (Erford, 2010).

**Component #2: Research- Supported and Standards-Based Content**

**1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.**

**Title of Session #3:** Change Those Thoughts

**Brief Summary of Session:** In this session, students will practice cognitively restructuring their negative thoughts about their bodies. Students will also practice thinking kind things about themselves and recognizing what makes them unique.

**Theoretical Orientation:** In this group, I will use a cognitive behavioral therapy approach. According to Corey (2012), cognitive behavioral therapy is developmentally appropriate for students in kindergarten through twelfth grade. When using cognitive behavioral therapy with adolescents, it is important to make modifications based on their developmental stage (Bailey, 2001; Cosgrave & Keating, 2006). One benefit of CBT is that adolescents appreciate the caring and supportive feedback and they also seek out practical guidance and training (Corey, 2012). Another benefit to using cognitive behavioral therapy for group work in a school setting is that it is short term (Corey, 2012). Cognitive behavioral therapy has been proven to be effective with adolescents and with body image treatment (Cosgrave & Keating, 2006; Rosen, Cado, Silberg, Srebnik, &Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989). Thus, cognitive behavioral therapy is an appropriate choice for this group as it aligns with the group population and goals (Corey, 2012).

**Specific Group Technique:** Cognitive restructuring, Socratic questioning, homework

**Duration:** 30 minutes

**Materials/Media:** paper, writing utensils, calculators

**Core ASCA Standard(s):**

Personal/Social Standard PS:A1.1 – Development positive attitudes toward self as a unique and worthy person (American School Counselor Association, 2005)

**Core State Academic Standard(s):**

Virginia Mathematics Standards of Learning; Grade Six (Mathematics Standards, 2009):

6.1 – The student will describe and compare data, using ratios, and will use appropriate notation, such as *, a* to *b*, and *a*:*b*

6.5 – The student will investigate and describe concepts of positive exponents and perfect squares

6.6b – The student will estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division or fractions

6.8 – The student will evaluate whole number numerical expressions, using the order of operations.

**Objectives:**

***Objective 1* –** (Mathematics Content) Given an example problem, students will be able to find the body mass index of the average model to within 10% of the actual numbers using ratios, perfect squares, multiplication, and order of operations.

***Objective 2*** – (School Counseling Content) Given paper and a writing utensil, female students will be able to list four aspects of their bodies that they like.

**Assessments:** see attachment “Assessment for Session 1 – Hood”

**Procedures/Instructional Strategy:**

# *Step 1* – Welcome students back and remind them of the group rules we made together (one person talks at a time, be respectful, what happens in the group stays in the group, be open). (1 minute)

# *Step 2* – Ask the students how their homework assignment went, which was to maintain a thought diary. Ask students to share a few specific situations that they recorded. (Bailey, 2001; Corey, 2012; Dollarhide &Saginak; Murdock, 2009; Rosen, Cado, Silberg, Srebnik, & Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989). (4 minutes)

*Step 3* – Explain to students that body mass index is a method of determining the amount of body fat someone has. Pass out paper, pencils, and calculators. Write that the average woman is 5’4” and weighs 144 pounds and the average model is 5’11” and weighs 117 pounds on the board. Also write the ranges of body mass indexes on the board (underweight = below 18.5, normal = 18.5 to 24.9, overweight = 25.0 to 29.9, obese = 30.0 and above). Ask students to estimate the BMIs of the average woman and the average model and write them down. (1 minute)

*Step 4* – Show students how to calculate body mass index using the data for the average woman (see formula below). (1 minute)

\*BMI answers: the average woman = 24.7 and the average model = 16.3\*

*Step 5* – Ask students to calculate the actual BMI of the average model (“Body Mass Index Table,” n.d.; “Body Mass Index Table for Children,” n.d.; Rosen, Cado, Silberg, Srebnik, & Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989; Stein & Bark, 2004). (2 minutes)

*Step 6* – Ask students to share how they feel about the results they found. For students who overestimated the body mass index of the average woman, their attention should be drawn to the fact that they falsely perceived the average woman to be larger than she really is. For students who did not overestimate the average woman’s BMI, it should be pointed out that they were accurate in their estimation, but they still have unnecessary negative thoughts about body size (Rosen, Cado, Silberg, Srebnik, & Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989). (1 minute)

*Step 7* – Begin processing what students’ thoughts and feelings are about their own bodies in relation to the body mass information they now have. Use the following questions to facilitate this processing (Stein & Bark, 2004; Trice-Black & Taylor, 2007). (7 minutes)

How do other people’s opinions about their appearance affect them?

Do they think that everyone could get their body to look like the “ideal body” image that the media promotes if they just tried hard enough. Ask students to explain their thinking and share how their opinions make them feel.

Should people try to achieve the “ideal body” image? Why or why not?

Do they think the current “ideal body” image promotes health and well-being? Why or why not?

*Step 8* – Help students cognitively restructure their negative thoughts by asking the following questions (Murdock, 2009; Trice-Black & Taylor, 2007). (7 minutes)

What is the evidence that the negative thought is true?

Is there an alternative explanation?

What’s the worst that could happen?

What’s the effect of your believing the negative thought?

What should you do about it?

If a friend was in this situation, what would you tell him/her?

*Step 9* – Ask the students to take a minute to consider four physical aspects of their body that they like and write them down (Choate, 2007). (1 minute)

*Step 10* – Ask students to brainstorm, with a partner, one characteristic (physical or non-physical) that someone might feel described who he/she was. Have one partner write these ideas on the board. Review the ideas and compliment students’ thoughts (2 minutes).

*Step 11* – Summarize the session. Ask students to repeat their four positive physical attributes a minimum of once a day and list five characteristics (both physical and non-physical) about themselves that are important in defining who they are right now (Choate, 2007; Corey, 2012; Dollarhide & Saginak, 2012; Erford, 2010; Murdock, 2009; Stein & Bark, 2004). (3 minutes)

**Homework/Own work:** Students will be asked to repeat their four positive physical attributes a minimum of once a day (Choate, 2007). Students will also be asked to list five characteristics (both physical and non-physical) about themselves that are important in defining who they are right now (Stein & Bark, 2004).

**Group Stage and Emerging Issues:** The group is in the working stage which is where group members are ready to really work toward group goals. However, anxiety and conflict can spring back up if a member or the leader missteps. The group may unexpectedly regress to an earlier stage, so leaders need to keep pace with the group and give them gentle reminders or process observations when attitudes or behaviors contradict the group momentum. During this stage, it is also important for leaders to carefully help members strike a balance between content and process. Sometimes, adolescents who understand how to process group dynamics can become too focused on processing and neglect the content. Conversely, some children and adolescents focus solely on content which robs the group of an opportunity to increase self-awareness through emotional processing. Another struggle is that group members are not always ready to move forward at the same time. If the children or adolescents are at different developmental stages, some group members might be ready to embrace group goals while other members are still trying to find their place in the group. Also during the working stage, problems that occurred in the planning phase begin to be revealed, such as packing too much information into one group. This is a common problem for school counselors. It is important to avoid over packing sessions because when sessions have too much content, group process is neglected. School counselors need to recognize that having a group cover one topic in great detail is better than have the group gloss over several topics quickly and superficially (Erford, 2010).

**2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.**

**Title of Session #4:** Deconstructing Media Messages

**Brief Summary of Session:** In this session, students will learn how to use critical thinking skills to deconstruct harmful and negative messages media images send about females. Furthermore, students will learn to identify and express the feelings these messages create.

**Theoretical Orientation:** In this group, I will use a cognitive behavioral therapy approach. According to Corey (2012), cognitive behavioral therapy is developmentally appropriate for students in kindergarten through twelfth grade. When using cognitive behavioral therapy with adolescents, it is important to make modifications based on their developmental stage (Bailey, 2001; Cosgrave & Keating, 2006). One benefit of CBT is that adolescents appreciate the caring and supportive feedback and they also seek out practical guidance and training (Corey, 2012). Another benefit to using cognitive behavioral therapy for group work in a school setting is that it is short term (Corey, 2012). Cognitive behavioral therapy has been proven to be effective with adolescents and with body image treatment (Cosgrave & Keating, 2006; Rosen, Cado, Silberg, Srebnik, &Wendt, 1990; Rosen, Saltzberg, & Srebnik, 1989). Thus, cognitive behavioral therapy is an appropriate choice for this group as it aligns with the group population and goals (Corey, 2012).

**Specific Group Technique:** Assertiveness training, homework

**Duration:** 30 minutes

**Materials/Media:** popularmagazines

**Core ASCA Standard(s):**

Personal/Social Standard PS:A1.5 – Identify and express feelings (American School Counselor Association, 2005)

**Core State Academic Standard(s):**

Virginia English Standards of Learning, Grade Six (English Standard, 2002):

6.1 – The student will analyze oral participation in small-group activities

a. Communicate as leader and contributor

b. Evaluate own contributions to discussions

**Objectives:**

***Objective 1* –** (Language Arts Content) Given the group setting, female students will be able to lead a discussion about media images that cause automatic negative thoughts and they will be able to analyze the effectiveness of discussions led by the other students.

***Objective 2* –** (School Counseling Content) Give a popular magazine, female students will be able to identify one media image that conveys harmful messages about women’s bodies, and they will be able to identify and express their feelings in response to these images.

**Assessments:** see attachment “Assessment for Session 2 – Hood”

**Procedures/Instructional Strategy:**

*Step 1* – Welcome students back and remind them of our agreed upon group rules (one person talks at a time, be respectful, what happens in the group stays in the group, be open). (1 minute)

*Step 2* – Ask the students how their homework assignments went. Start by asking how many students repeated their four positive physical attributes a minimum of once a day (Choate, 2007; Corey, 2012) Then ask students to share some of the characteristics they felt defined who they were currently (Stein & Bark, 2004). (2 minutes)

*Step 3* – Explain how the “ideal body” image the media promotes through TV, movies, magazines, and billboards is not based on the types of defining characteristics the students shared. Instead, media images often conjure up automatic negative thoughts about body image. (1 minute).

*Step 4* – Explain to the students that you would like them to each lead a short discussion with the group about media images that convey harmful messages about women’s bodies. Use the recent tooth whitening ad run by Crest as an example to help students understand how the discussion should run. In this commercial, after the female whitens her teeth to a perfect, gleaming white state, she begins turning every male head that passes by. This ad, for most people, causes them to automatically think their teeth are too yellow and so on. Let the students know it is important that they listen carefully to the other group members’ contributions, because they will be asked to analyze the effectiveness of discussions led by the other students after everyone has had a turn (Choate, 2007). (12 minutes)

*Step 5* – Give each a popular magazine and have them identify one media image that conveys harmful messages about women’s bodies. After being given two minutes to find an image, students will be asked to identify and express their feelings in response to these images and share this information with the group (Akos & Levitt, 2002; Choate, 2007). (9 minutes)

*Step 6* – Summarize the session. Let students know that in order to help them learn how to be self-assertive in life outside our sessions, a homework assignment has been created. Ask students to select a media source to analyze and then self-advocate by writing a letter of support or protest to the media producer. (Corey, 2012; Dollarhide & Saginak, 2012; Erford, 2010; Murdock, 2009). (5 minutes)

**Homework/Own work:** Female students will select a media source to analyze and then they will self-advocate by writing a letter of support or protest to the media producer (Akos & Levitt, 2002; Choate, 2007).

**Group Stage and Emerging Issues:** The group is in the working stage which is where group members are ready to really work toward group goals. However, anxiety and conflict can spring back up if a member or the leader missteps. The group may unexpectedly regress to an earlier stage, so leaders need to keep pace with the group and give them gentle reminders or process observations when attitudes or behaviors contradict the group momentum. During this stage, it is also important for leaders to carefully help members strike a balance between content and process. Sometimes, adolescents who understand how to process group dynamics can become too focused on processing and neglect the content. Conversely, some children and adolescents focus solely on content which robs the group of an opportunity to increase self-awareness through emotional processing. Another struggle is that group members are not always ready to move forward at the same time. If the children or adolescents are at different developmental stages, some group members might be ready to embrace group goals while other members are still trying to find their place in the group. Also during the working stage, problems that occurred in the planning phase begin to be revealed, such as packing too much information into one group. This is a common problem for school counselors. It is important to avoid over packing sessions because when sessions have too much content, group process is neglected. School counselors need to recognize that having a group cover one topic in great detail is better than have the group gloss over several topics quickly and superficially (Erford, 2010).

### Component #3: Ethical, Legal, Multicultural

**1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

Parents/guardians have the right to access their children’s records under the Family Educational Rights and Privacy Act of 1974 (FERPA). When doing group work with minors in schools, counselors must remember that although personal notes are not subject to FERPA provisions, once personal notes are shared they become part of the student’s educational record and are subject to FERPA provisions. Also, leaders are encouraged to use informed consent or assent forms for participation in groups. Since this group will be discussing a sensitive topic and I will be working with minors, parental/guardian informed consent will be used as a requirement for group participation (Erford, 2010).

Ethically, Erford (2010, p. 26), states, “group leaders are expected to foster and respect individual development within the context of group learning, facilitate a group in a manner that promotes the group’s purpose, avoid and minimize potentially harmful content and process, and be truthful and just with students”. Counselor must screen students to ensure that the student’s needs fit with the group’s goals, and the student and the group are a good match for one another. Counselors are responsible for protecting group members from physical, emotional, or psychological trauma and for being multicultural competent. As confidentiality is not guaranteed in group settings, counselors should realize that some topics are not appropriate for a group work setting with minors in schools (Erford, 2010).

This particular group program uses cognitive behavioral therapy, which is a useful approach for working in multicultural groups (Corey, 2012). For students whose cultures shy away from catharsis and the expression of emotions, cognitive behavioral therapy can be relieving in that it focuses more heavily on thought and behavioral patterns (Corey, 2012). Cognitive behavioral therapy is also useful for multicultural group work in that it seeks to understand each student’s beliefs and values, which are influenced by culture, and then assess whether those beliefs and values foster emotional health (Corey, 2012). Since body image is a topic that affects females from diverse cultural backgrounds, it is imperative that I choose a theory that will best meet their needs (Choate, 2007; Erford, 2010).

**2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

See attachment “Informed Consent Form – Hood”

**3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

As a school counselor working in a group setting, I must be aware of the different cultural experiences and beliefs students present. Some students may have experienced oppression and marginalization and issues that arise from such experiences need to be explored within the group setting. Students in my group may differ in age, sexual orientation, economic status, social status, or disability status. If students harbor various stereotypes about other group members, hostility and distrust can arise. In order to help students form the trusting environment needed for group work, I will initiate discussion about issues of oppression and marginalization. Whenever a surface conflict occurs, I will analyze the situation to determine if there are any underlying social or political issues driving the behavior. If so, I will address the underlying issues and engage the students in a discussion about the issues. By acknowledging, respecting, and exploring students’ differences, trust can be created and conflicts can be effectively managed in the group (Erford, 2010).

The topic of body image, also, happens to be a multicultural topic. According to Choate (2007), research has shown there is no difference in the experience of poor body image for American, Hispanic, Asian, or Caucasian girls. The one group that showed increased resiliency was African American girls. Although African American girls do experience dissatisfaction with their bodies, on the whole, they have less negative body images in comparison to other girls. The reason for this lies in the fact that the African American community does not view thinness as a critical beauty requirement (Choate, 2007).

**4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

Group leaders, or counselors, need to take into consideration the purpose and structure of the group when selecting members. School counselors have an ethical responsibility to “do no harm” and promote the health of students. Erford (2010) states that while Asian People prefer more structured group setting, feminist groups should utilize a less structured format so as to decrease the power differential between the group members and the leader. During the screening process, counselors must consider if the student is a good fit for the group and if the group is a good fit for the student (Erford, 2010).

Counselors are ethically required to establish a trusting relationship within the group setting. However, confidentiality cannot be promised, so students need to be made aware of this fact and encouraged to maintain confidentiality during and after the group. Additionally, if the students are minors, they need to be aware that parents/guardians hold the child’s legal confidentiality rights while the child holds the ethical confidentiality rights. Therefore, if parents/guardians want to know what is going on in a group, the counselor must share information about that specific child (but no other children from the group). In order to help obtain respect for confidentially from parents/guardians, informed consent or assent can be required for group participation. For this group, informed consent forms will be required for participation. In some schools, signed informed consent forms are required for all minors (Erford, 2010).

School counselors often face a dilemma when it comes to the inclusion or exclusion of students for a group based on family relatedness. Ethically speaking, it is okay to include or exclude students from a group who are related to other students in that group provided the counselor works to minimize problems and maximize participation. This is an area that is probably best dealt with on a case by case basis (Erford, 2010).

Regardless of the group’s composition, leaders must encourage students to participate in the group early on. This needs to be done respectfully because some students may view the counselor as the expert or may highly value nonverbal communication. Leaders also need to monitor talkative members so they do not monopolize the group. Verbal expression is a key ingredient in group work as it leads to the formation of trust and cohesion, so leaders should carefully draw out quiet students by acknowledging their nonverbal participation while also gently keeping monopolizers in check (Erford, 2010).

Group termination is another significant part of group work. Groups terminate or end when the groups are not effective or the services are no longer needed. Non-effective groups are ones in which the leader is not competent about leadership or content, and the groups end before planned as a result. Even when the group leader is competent and the group is well run, the group must come to an end when the group goals have been accomplished and services are no longer needed. However, even though the group services may not be needed anymore, some group members will not feel ready for the group to terminate. Since many school counseling group have a finite terminate date, as is the case with this group I’m planning, group leaders must follow-up with students after termination and refer those who are still in need of further assistance. Group members may also terminate prematurely. This usually occurs when group members feel their needs are not being met or the members feel the group is not a good fit for them. Members should be encouraged to discuss their decision to terminate prematurely with the group as this can bring some closure for everyone. Plus, group leaders are ethically required to care for students whose needs are not being met in a group by referring them to a more appropriate form of therapy or by placing them in a group that better suits the students’ needs. Abandonment of students who terminate prematurely is unethical (Erford, 2010).

**Component #4: Program Evaluation**

**1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

See attachment “Assessment for Session 1 – Hood”

**2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

See attachment “Assessment for Session 2 – Hood”

**3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling.**

Program evaluation and outcome-driven programming are very important for school counselors because they must provide counselors with evidence proving their programs are effectively meeting the intended needs. There are two types of program evaluation: process evaluation and results or outcome evaluation. Process evaluation focuses on measuring the effectiveness of interactions between the group members and the group leader. Process evaluation data can be used to improve group dynamics so as to increase the effectiveness of the group. Results or outcome evaluation focuses on measuring how the group members’ behavior changed as a result of the group work. The evidence that is collected from outcome evaluation can then be used to make improvements to groups. When planning for a group, school counselors need to be mindful of how they will conduct these program evaluations so that valuable data can be gained and improvements can be made. Keeping the desired outcome in mind and ways of measuring that outcome during the planning stage will help ensure that the school counselor can support the effectiveness of the group (Erford, 2010).

**References (list format at the close of section #4 in Livetext)**

*Include APA formatted references.*

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### Component #5: Scholarly Writing

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

**Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.**